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SCHOOL BOARD GRANT PROGRAM ON SCHOOL DESEGREGATION PROBLEMS.
FINAL REPORT.

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PROJECT ASPIRATION WAS ESTABLISHED TO INSURE HEALTHY INTERGROUP RELATIONS IN A SACRAMENTO, CALIFORNIA, SCHOOL DISTRICT. AS PART OF THE PROJECT, ONE ELEMENTARY SCHOOL WAS CLOSED AND ITS STUDENTS TRANSFERRED TO FOUR RECEIVING SCHOOLS. BEFORE THE SCHOOLS OPENED IN THE FALL, STUDENTS, PARENTS, TEACHERS, AND PRINCIPALS PARTICIPATED IN ORIENTATION SESSIONS. TRAINING WORKSHOPS WERE CONDUCTED FOR PROJECT STAFF, INCLUDING TEACHERS, TEACHER AIDES, BUS MATRONS, AND SCHOOL CLERKS. A TELEVISED SERIES OF INTERGROUP EDUCATION PROGRAMS WAS ALSO INITIATED. TO FURTHER ENCOURAGE POSITIVE COMMUNITY RELATIONS, AN INTERGROUP RELATIONS SERVICE STAFF, ACTIVE IN ALL OF THE PROJECT ACTIVITIES, MADE FREQUENT HOME VISITS, ATTENDED NEIGHBORHOOD COUNCIL MEETINGS, AND GUIDED THE FORMATION OF AN INTERGROUP RELATIONS CITIZENS' ADVISORY COMMITTEE. SEVERAL PARENT-SCHOOL CONFERENCES WERE SCHEDULED. TO FACILITATE STUDENTS' ADJUSTMENT IN THE INTERRACIAL SCHOOLS, INCLUDING DISTRICT SECONDARY SCHOOLS, THE INTERGROUP RELATIONS STAFF HELPED TO FORM SPECIAL STUDENT AND TEACHER ORGANIZATIONS. ALTHOUGH SOME PROBLEMS AROSE WITH THE TRANSFER OF THE MINORITY GROUP STUDENTS, THE RESULTS OF THE PROJECT HAVE BEEN GENERALLY SUCCESSFUL. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

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SCHOOL BOARD GRANT PROGRAM ON SCHOOL DESEGREGATION PROBLEMS

BY

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Grant-to-School-Board Number E-157
P.L. 88-352, Title IV, Section 405
The Civil Rights Act of 1964

Board of Education
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Final Report

Grant-to-School-Board Number E-157

P.L. 88-352, Title IV, Section 405

The Civil Rights Act of 1964

Grant Period: January 1, 1967 - August 1, 1967

General Scope - Part 1

I. GENERAL INFORMATION

- A. At a regular meeting on April 25, 1966, the Board of Education adopted a plan to provide the beginning of a moderate program for the alleviation or elimination of the adverse effects of de facto segregation which has been identified as "Project Aspiration". Following this action, the superintendent appointed a steering committee which had as its responsibility the establishment of an orientation and in-service training program for pupils, teachers, parents and administrators at both the sending and the receiving schools. The committee's function was to initiate the transfer of students from the sending schools to the receiving schools for the fall of 1966 and to make recommendations for long-range programs of in-service training and orientation which could insure "Project Aspiration's" continuity.
- B. Members of the committee met extensively with parents, teachers, administrators and community leaders to discuss their problems and give each of the groups an opportunity to make constructive suggestions in regard to future plans. As a result of these hearings, the committee concluded that the initial program should be developed in three phases consisting of (1) the original orientation and in-service training programs of large numbers of students, parents, teachers and principals in preparation for re-assignment of students, (2) plans for the opening of school which involved a summer workshop for teachers, arrangements for transportation and meals, and orientation of students on the opening day by use of brochures and parent aides, and (3) recommendations for a long-range program. The details of the program to this point may be found in the Progress Report - "Project Aspiration" dated September 1, 1966.
- C. Although the program was accomplished in a very short period of time, the results have indicated that it has been highly successful. The principals executed the plans which were suggested by the committee and provided numerous additional activities which enriched the program. They coordinated the efforts of the parents and the teachers who responded with a positive effort to make the program successful by insuring every child an equal opportunity.

II. IN-SERVICE TRAINING ACTIVITIES 1966-67 (PHASE III)

The "Project Aspiration" committee met extensively during the months of July and August in order that they could present a plan which could identify the critical needs of personnel working with the socially deprived child and project a program to meet those needs. The following programs were conducted during the 1966-67 school year:

A. Teacher Aide Workshop

The program was designed to establish guidelines for teacher aides who were working with teachers and students in the elementary schools. Since the teacher aides were new and inexperienced in the district, it was important that they understand their responsibilities and limitations. The program consisted of a five-hour session providing the aides with a wide variety of practical experiences. It included a discussion on the policies of the school district, instruction in the use of audio-visual aids and instructional techniques, use of instructional materials and an emphasis on developing understandings of the problems faced by the socially disadvantaged child.

B. Teacher Aide Television Program

This program was directed to those teachers and administrators who had or planned to have teacher aides. It was broadcast into each of the compensatory education school staff meetings via KVIE Channel 6. The program featured a principal and two teachers who had been highly successful in the use of teacher aides discussing the techniques which they found to be most effective in the classroom.

C. Bus Matron Workshop

A workshop was conducted for bus matrons in order to prepare them for their new position. It was designed to cover the relationships of matrons with parents, bus drivers, teachers, principals and students, discuss the policies and procedures of the district, and identify the specific responsibilities of the job.

D. School Clerks Workshop

The school clerks workshop was designed to help school clerks understand the problems faced by the socially deprived student. Its purpose was to produce techniques of communication which could adequately serve this group. Dr. Staten Webster, prominent consultant and author in the field of human relations, worked with the clerks identifying techniques of building positive relationships between the school and the home.

E. "Culture of Poverty" Television Program and Workshop

The program was presented by Dr. Newton Metfessel and Dean Edward McDonough, professors of education at the University of Southern California who spent ten years of intensive research on this subject. A special workshop was held for all elementary principals in the district to brief them on the material which was to be presented later to teachers on television. This was followed by two separate thirty-minute television programs presented to each staff in the Sacramento City Unified School District.

F. Intergroup Television Series

A Teacher Training Class for Intergroup Relations was presented from April 5 to May 24, 1967. It included a series of seven 45-minute television programs which were produced and shown on KVIE, Channel 6, each week, with a re-run of the program the following Sunday. The programs concentrated on Project Aspiration, the culture and value systems of the various ethnic groups, the nature of prejudice, the tensions that contribute to problems among the students in integrated classrooms, and what teachers can do to improve intergroup relations. One hundred-fifty teachers were enrolled for credit and many others audited the series. Two classes at Sacramento State College, with fifty students, used the program as a part of their course of study. In addition, many individuals throughout the community observed the program while it was being shown to the teachers. Appropriate evaluation procedures have been developed by the Office of Planning and Research Services. One unit of in-service credit was granted for each person who successfully completed the course.

G. Lay Committee on Intergroup Relations

A lay committee consisting of representatives from the compensatory school communities was established to serve as a "sounding board" for ideas originating from the school district regarding proposed programs. It recommended programs or activities for consideration by the assistant to the superintendent, Intergroup Relations, and offered assistance in determining the needs of the minority communities. The committee identified many problems faced by the socially deprived child and suggested techniques of solving these problems.

H. Intergroup Relations Advisory Council

A council was established to advise the assistant to the superintendent, Intergroup Relations. This council consisted of teachers, counselors and administrators who acted as a hearing board for all ideas and programs advanced by the district staff. It made recommendations regarding areas which needed to be considered in the field of intergroup relations.

I. Intergroup Relations Advisor and Aides

Three certificated advisors and three non-certificated aides were secured under Title IV, Section 405 of the Civil Rights Act of 1964. Their responsibilities included working with both school and community in the area of intergroup relations. They assisted the principals in identification of problems faced by minority groups which offered him an opportunity to better communication within his school community.

J. Summer Institute on Compensatory Education

A summer institute on compensatory education will be conducted for 150 teachers and administrators during a five-week period beginning June 26 and ending July 28, 1967. The program is designed to analyze the problems of the socially deprived child and give participants an opportunity to develop practical solutions to those problems. Twenty outstanding

consultants from throughout the United States will be presenting concepts and ideas for the teachers to study and analyze. In addition, thirty Sacramento teachers will be presenting demonstration lessons for the teachers to observe. The program will be held at Luther Burbank High School. The interest for this program was extremely high. Over 350 teachers, counselors and administrators applied for the course.

K. Intergroup Relations Workshop

A workshop on Intergroup Relations will be held this summer from June 26 to July 28, 1967, at the John H. Still Junior High School. Each school in the district will be represented by one teacher chosen by the principal from a list of volunteers who have indicated an interest and a dedication to equal educational opportunity. Topics to be discussed will include the role of the teacher, how to work with parents from various ethnic groups, the culture of poverty, programs in other school districts, and materials that can be used in the development of improved intergroup relations. Sessions will be held each afternoon and an outstanding speaker will make a presentation daily. Group discussions and other activities will also be included. The program will be "idea oriented" rather than "material oriented."

III. PROJECT ASPIRATION ACTIVITIES 1967-68

A part of the "Project Aspiration" plan, adopted by the Board of Education in April 1966, called for the closing of Argonaut school and the transfer of its students to four receiving schools. These schools were Sutterville, Alice Birney, Bear Flag and John Cabrillo. Since each of these elementary schools were included in the original program because of the kindergarten children they received from Argonaut in 1966, it was necessary to re-evaluate the type of activities which would be required for the coming year. The following programs are being conducted in order to prepare students for their transfer to receiving schools in September of 1967:

- A. The office of Student Information Services and Argonaut School have identified the students who will be transferring to the receiving schools and have completed locator-transfer cards with all current census data available printed on the front.
- B. The teachers at Argonaut have completed a special form identifying the student's ability level in reading, mathematics and spelling. This information was sent to the receiving schools on Friday, April 28, 1967. In addition, the following services were provided by the office of Student Information in order that each of the schools would have as much information as possible on each of the students.

1. An alphabetical list by levels and school of fall attendance was developed.
 2. Mailing labels by school of fall attendance were provided.
- C. All receiving schools invited parents of the sending school to attend at least one Parent Teacher Association meeting. Principals used the intergroup relations advisers and community resource workers assigned to the assistant to the superintendent, Intergroup Relations, for personal contact with the parents in the Argonaut area. The advisers made door-to-door contacts with the parents, identified kindergarten children, discussed pre-registration dates and encouraged parents to visit the school and participate in P.T.A. meetings.
- D. Each receiving school conducted an orientation program for the students transferring from Argonaut on May 18 and 19. Transportation was provided by the district. The orientation sessions included such activities as; visitation to classrooms, tour of the school facilities, informal meetings with school personnel, participation in May Day activities, meetings with student body officers and luncheon as guests of the school.
- E. Plans have been developed to insure that each child and his parents are fully informed about the transportation schedule for the 1967-68 school year. Transportation maps showing the bus stops, the route to school, and the time schedule, will be placed in each of the Argonaut student's report card envelopes on the last day of school.

Part II - Expansion of Some of Major Areas Listed Under Part I

Intergroup Relations Services, Sacramento City Unified School District, has functioned in four major areas; community relations, intergroup education, student relations, and programs.

Community Relations

To reach parents in the homes, Intergroup Relations Aides and Advisers made calls at the homes of students in Project Aspiration, the district integration program. Intergroup Relations Advisers were sent to assist school staffs in relating to minority students and to minority parents. Further efforts were made to involve minority students throughout the school programs and activities. To bring parents into contact with the district administration and to close the gap in communication with minority communities in particular, advisory committees of interested citizens were formed and maintained. Community organizations, churches, and schools throughout the district sent representatives from the community they served.

An Intergroup Relations Advisory Committee of teachers and certificated personnel in the district was formed to give professional advice to Intergroup Relations Services. Reports on Project Aspiration were released to local news media, television, radio, and newspapers, and mailed to homes of parents with students in Project Aspiration, as well as members of advisory committees to the Intergroup Relations Staff.

Intergroup Relations Staff were assigned to attend meetings of four neighborhood councils handling War on Poverty Funds, the central fiscal agent for local poverty programs, and the City-County Human Relations Commission. Numerous other meetings were attended on occasions where school programs were discussed or involved.

Home Visits for Sixth Graders in Project Aspiration--February 27, to March 8, 1967.

Intergroup Relations Services staff members made home visits with the parents of most 6th graders in Project Aspiration, between February 27 and March 8, 1967. These visits allowed Intergroup Relation staff to meet the parents, report on Project Aspiration progress, and explain to the parents the Governing Board's decision of junior high school attendance areas to which their children would go the next fall. Intergroup Relations Aides made most of the calls, but in a few cases where evening calls had to be made or where other factors made it difficult for a woman to complete the call, a male adviser assisted in the call or made it himself.

This project gave evidence of general agreement with the district decision to let junior high youths attend schools in their regular attendance areas.

In many cases Intergroup Relations Services staff was successful in improving the situation through improving communication with the home and winning greater confidence and cooperation of the parents. In other cases Intergroup Relations Services staff of the same ethnic group as the child and parent involved, seemed to have little effect on the problem.

Commencing in February 27, 1967, home calls on problem behavior in both elementary and secondary schools, continued sporadically throughout July 31. During the summer school sessions, Intergroup Relations Aides made calls regarding student attendance at summer school and behavior of students not in summer school, but who came to the schools and roamed the halls and school grounds.

Intergroup Education

Intergroup education was carried on through direct contact of Intergroup Relations Services and through Staff Training. Teacher Training for Intergroup Relations, a television series of several programs on Project Aspiration was conducted from April 12, to May 24, 1967. One hundred and fifty teachers participated in the programs for credit; others audited and viewed the series. It was required viewing for fifty students at Sacramento State College. The second project was a five-week summer workshop for intergroup relations, in which seventy-five teachers and administrators participated for credit. Many parents and neighborhood persons participated and observed in portions of the programs. One teacher or administrator was selected from each district school. This person was prepared to return to his school and serve as an Intergroup Relations Resource Person in that particular school.

Intergroup Relations Services staff worked constantly with elementary school staffs in helping them to understand more about the minority students attending their schools, both Project Aspiration students and students from the adjacent communities. At the secondary level similar sessions were held to increase staff knowledge of factors influencing the education of minority students within their school.

The central district staff received constant advice and assistance from Intergroup Relations Services, mostly from the advisory specialist, whose direct efforts centered on advising the superintendent and members of his staff.

Student Relationships

When Project Aspiration students were moved to new schools, some problems of adjustment were expected and did occur. Intergroup Relations Services staff worked closely with Project Aspiration and Compensatory Education schools in helping to solve problems of student adjustment in the elementary schools. Assistance was given in forming teacher committees, in reaching parents in the home, and in getting parents involved in school programs.

At the secondary level, efforts centered around forming student-teacher

groups to direct and carry out activities designed to enhance student relations within the respective schools. Getting student intergroup relations groups started was difficult, since both the students and teachers had come to doubt their abilities to bridge the gap of communication that had developed over repeated misunderstandings and failure to solve them. Much mistrust had developed between ethnic groups within the schools. Some success was achieved, however. Student groups were initiated in several schools, and commitments for the 1967-68 school year were made by most principals in the district. All principals selected a participant for the summer workshop, intergroup efforts within the schools centers on forming student-teacher organizations, making home calls regarding programs and problems within the school, speaking to student groups, attending and observing student activities in the school, and in advising school personnel regarding problems of minority students.

In the community in general, Intergroup Relations Services staff became involved in youth activities of the Oak Park, Washington, Southside, and Elder Creek Neighborhood Councils, Lincoln Christian Center, Mexican-American Education Association, and many others.

Programs and Activities

Activities designed to carry out any of the objectives in the original proposal constituted portions of the total program. Fitted into the major areas already mentioned, the activities and work completed in the following section constitute the general program efforts of Intergroup Relations Services between January 1, 1967 to July 31, 1967.

Continually through the report period, Intergroup Relations Services staff participated in training sessions for faculties at respective schools. Such sessions were held generally before or after school on regular teaching days. However, in special evening meetings specific problems were discussed, and programs formulated to meet the needs of the school.

In Project Aspiration schools where children were brought in from other neighborhoods, Intergroup Relations Services sessions attempted to further prepare teachers to work with incoming students and to solve problems that incoming students faced in adjusting to their new schools and schoolmates. Where special problems arose such as self-segregation by minority students, parental mistrust of teachers, unmet conference appointments, intergroup relations meetings worked on approaches to solving these problems, home visits, phone calls, written reminders, transportation, etc.

In other schools the meetings centered on current factors that influence the education of minority students and the success of programs in which minority students are placed.

Visits were made to homes of students in Project Aspiration to solicit the opinions of parents on the integration program and to answer questions parents had regarding district programs regarding their children. Parents were urged to visit the schools their children attended and to become involved in programs in which their children were involved.

Most parents expressed satisfaction with the program. Others raised questions and objections to bussing or the inconvenience of going to school outside the immediate community. An overwhelming majority of parents visited believed their children were getting a better education than they did in the old school.

When the Governing Board issued its decision that students attending the Coloma and Newton Booth receiving schools were within the allowable walking distance in the district, Intergroup Relations Services staff visited the homes of parents involved, explaining the Board decision, and recorded the reaction of parents. Most parents preferred buses, if they were available; but they accepted the Board decision, since Walking Matrons would assist the children along the way to school. A few parents--some with no children in the program--continued the fight against the Board decision, but finally gave up after no further action was taken.

In every case, parents visited seemed pleased that someone took the time to call on them to explain the reasons for the decision. This project was completed between March 18 and March 29, 1967.

Receiving schools for Project Aspiration schools held parent conferences for the first report period of each school semester. Parents who failed to attend the first conference at the end of nine weeks of school caused some problems for administrators, who depended on the conferences for aid in solving problems faced by the children.

Intergroup Relations aides visited the homes of Project Aspiration parents, reminded them of the new conference appointments, and, in some cases, transported parents to the new schools for the scheduled conferences. Most principals reported a higher turnout for Project Aspiration parents than for parents from the adjacent community.

Wherever problems developed in the relationships of ethnic groups within the schools, or between minority students and faculty, or between minority students of the same group, Intergroup Relations Services staff visited the school and the homes of the students involved, in an attempt to resolve the problem. In most cases no other school personnel was free to give the needed time to visit the homes, and very often such personnel had made previous attempts with little or no lasting results.

Programs and Activities (cont.)

The Intergroup Relations Services staff assisted in observing and reporting student behavior along main walking routes to and from school. Problems involved altercation with residents, trespassing, and theft from businesses along the way, littering sidewalk and lawns, and conflicts with the police.

The first observation efforts were made February 27, 1967 and continued sporadically throughout the reporting period. Once problems were identified, meetings were held with school staffs, students and parents, in an attempt to solve the problem.

A suprising development in intergroup activities was the effort directed toward promoting good relations among students at the junior high school and senior high school levels.

In the secondary schools direct efforts were made to establish Intergroup Relations Committees, combining teachers and students in a common effort to improve understanding between students in the school and community. In most cases, several sessions were needed to acquaint teachers and other staff with the causes, problems, and ways, by which they could be solved. Once a student-teacher group was started, contacts had to be maintained in order to keep the group functioning.

Further problems arose as students moved to and from school. Besides, conflicts arising between students groups within the schools, other problems arose from businesses patronized by particular minority groups near school campuses.

Continually through the report period, Intergroup Relations Services staff participated in training sessions for faculties at respective schools. Such sessions were held generally before or after school on regular teaching days. However, special evening meetings were held to formulate programs to meet specific problems in a given school.

In Project Aspiration schools, where students were brought in from other neighborhoods, Intergroup Relations sessions attempted to prepare teachers to work more effectively with incoming students and to solve problems that incoming students faced in adjusting to their new schools and classmates. Where special problems arose such as self-segregation by minority students, parental mistrust of teachers, unmet conferences with teachers, intergroup relations meetings centered on ways of solving these problems--home visits phone calls, written reminders, transporatation, etc.

In other schools the meetings centered on current factors that influence the education of minority students and the success of programs in which minority students are placed.

During April and May 1967, Intergroup Relations Services staff conducted registration for kindergarten youths in the sending communities of American Legion and Argonaut Schools. Since the Project Aspiration receiving schools are some distance from the sending community, Intergroup Relations Services assisted in registering kindergarten youngsters entering the receiving school in the fall of 1967. Staff efforts discovered most incoming kindergarteners and greatly aided programming and staffing efforts in the receiving schools.

Intergroup Relations Staff helped select participants from the schools, and adult participants from the community and local college, for the "Teacher Training for Intergroup Relations" series shown on a local television network between April 5 and May 24, 1967. Students selections were made from the high schools, and parents from the community.

Practice sessions for both were held in one of the high schools, and at the station before the program was taped. Along with participants from the community, several Intergroup Relations Services staff members played major roles in the final presentation.

Seven separate programs were presented. One dealt with the progress of Project Aspiration, three others with the cultures and value system of the Mexican, Oriental, and Negro Americans, the remaining programs dealt with prejudice, intergroup tensions, and rules of teachers in intergroup relations.

Summer Workshop for Intergroup Relations -- June 26, to July 31, 1967

The workshop for Intergroup Relations was divided into five distinct subject areas. One week each was given to Attitudes--The role of the teacher in intergroup relations, working with parents, the culture of poverty--the social class structure, promising educational programs in intergroup relations, and methods and materials, for intergroup relations.

Workshop participants started at 1:30 p.m. each day and ended at 5:00 p.m. Sessions were one hour long. First sessions were general sessions with guest speakers on the topic being studied, or special presentations from participants in the workshop. General sessions were followed by small group discussions in separate areas of the building, but always conveniently close. A second general session followed the group discussions. Where guest speakers were used, they rotated among the various discussion groups and answered questions on the presentation in the general session. In most cases the guest speaker was able to return to the second general session and offer further answers to questions of participants.

Guest participants, authorities on the topic being studied, were used in all of the areas of the workshop. Where minority groups were studied, parents or culture, for example, actual parents and persons from the cultural groups studied, were invited to participate in the workshop and to meet with the discussion groups and add fresh ideas to the discussion.

A survey of the participants in the workshop showed that all but a very few of the participants thought the workshop to be beneficial and a large majority thought it to be very beneficial. Some few thought that the workshop failed to produce results of any real significance.

District efforts to decide on a use for the Old Stanford Junior High School site, one vacated by a reputed act of arson in 1963, required an extensive survey of neighboring property owners and residents as to a suitable use of the vacant land area. Intergroup Relations staff conducted a survey between May 5 and May 10, 1967, to sample public sentiment on the possible use of the Stanford site for a corporation yard for transportation and repair shops in the district.

The overwhelming majority of the residents agreed that well-built landscaped building of that type would be a satisfactory use of the property. Several persons suggested a playground, several other persons asked about noise from such a facility.

One afternoon each week was given to planning the Summer Workshop for Intergroup Relations. Regular meetings of the entire staff were held, beginning on May 18 and extending to June 23, 1967. One Intergroup Relations Adviser worked full-time on preparing the workshop during this entire period of time. Between June 26 and July 31, 1967, Intergroup Relations efforts centered on conducting the actual workshop itself.

The Intergroup Relations Services staff continued to give assistance to personnel in respective schools throughout the summer school sessions. Students causing group problems or racial conflicts in schools made home visits necessary in order to quiet disturbances and to establish better communication with their parents.

Since summer school being operated with minimum staff, no one was available to contact homes in cases of problems. Intergroup Relations Services staff served to aid the school staff. Most visits were made during morning hours or in the late afternoon.

An evening activity carried on consisted of showing a film to the Young-set Club, a group of about fifty high school-age boys and girls, from Oak Park, a deprived community with a large minority population. This activity continued from May 29, 1967 to August 1, 1967.

Films covered race relations, teenage problems, Negro history, employment opportunities, choosing vocations and conflicts with the police and law authorities.

A letter summarizing Project Aspiration efforts was sent to parents of youngsters transferred to other schools in the district's integration program. This letter delivered by intergroup aides, reported on school programs and suggested constructive activities that parents and students could carry out in order to further the child's education.

Regular meetings were held with two advisory committees, the Community Educational Advisory Committee and the Intergroup Relations Advisory Committee. These groups, the first lay persons, the latter of certificated district personnel, met respectively on fourth Thursdays and first Wednesdays of each month. Such meetings took place regularly throughout the report period.

Agenda included programs in both Project Aspiration and Compensatory Education. These committees did not establish policies, but their opinions and recommendations were often accepted by the Governing Board. At the same time community involvement of parents was enhanced.

Certain community meetings were attended regularly by Intergroup Relations staff. These meetings included those held by four neighborhood councils handling War on Poverty funds, Washington, Southside, Oak Park, and Elder Creek. Other meetings included the Mexican American Education Association, NAACP, Oak Park Action and Service Group, and numerous special meetings related to community problems and group relations.

The advisory specialist is attending all meetings of the Governing Board. On occasions the entire Intergroup Relations Services staff was requested to attend board meetings of special importance to intergroup relations in the district.